

Lesson Plan:

How to Avoid the Hazing Trap

Part 1 of CAPP 52-12, *Required Staff Training*

Lesson Title: How to Avoid the Hazing Trap
Method: Informal Lecture
References: CAPP 52-12, *Required Staff Training* (2 volumes)
CAPR 52-10, *CAP Cadet Protection Policy*
Department of Defense Hazing Policy
American Heritage® Dictionary of the English Language, 3rd edition
Visual Aids: Slides, whiteboard or large sheet of paper
Handouts: Student Worksheet (Pages 6 – 11 of CAPP 52-12, Volume 2, Student Guide)
Time: 45 minutes

LESSON OBJECTIVES

Cognitive Objective: The objective of this lesson is for each student to comprehend the concept of hazing.

Cognitive Samples of Behavior:

1. Paraphrase the concept of hazing.
2. Differentiate between examples and non-examples of hazing.
3. Give a new example of hazing.

Affective Objective: The objective of this lesson is for each student to respond to the concept of how to avoid the hazing trap.

Affective Samples of Behavior:

1. Discuss how to avoid the hazing trap.
2. Ask questions about how to avoid the hazing trap.
3. Answer questions about how to avoid the hazing trap.

STRATEGY AND OUTLINE

Organizational Pattern: Topical

Strategy: This lesson is designed as an alternative approach if the *How to Avoid the Hazing Trap* video or CD-ROM is unavailable to you. Some visual aids are needed during main point four; copies of those five photos (slides 18-22) are included with this lesson plan. Present this lesson using the informal lecture method and the general-to-specific format. Do this in order to help the students logically follow the flow of the lesson. A deductive approach will be helpful in leading the students to comprehend the lesson objective. Define and explain the concept of

hazing by applying its critical components and tying them together to present the total concept. The lesson begins with the objective of both the concept of hazing and how to avoid the hazing trap, followed by an overview along with the rules of engagement. Questions and examples will be used throughout the lesson. Inform the students of the need to actively listen to the lesson, as they will be asked to paraphrase the concept of hazing in their own words. Explain to the students that the discussions could focus too much on the concept of hazing, which would not leave adequate time to dialog about how to avoid the hazing trap. Share with the students that the discussions need to be measured and may be limited in order to reach the objectives.

There are four main points. Main point one gives a formal definition of hazing. Begin by defining and explaining hazing using the Department of Defense (DoD) Policy on Hazing. If the students are able to paraphrase the concept of hazing later in this lesson, you will feel confident that they comprehend the concept of hazing. Main point two covers the two critical attributes of the formal definition (someone causes another to suffer or be exposed to hazing, and, any activity that is cruel, abusive, humiliating, oppressive, demeaning and harmful). The second critical attribute will require defining the following terms: Cruel, Abusive, Humiliating, Oppressive, Demeaning and Harmful. Discuss each term by using an example. By reviewing the definitions, the students will have a common reference point. For main point two, the discussion and use of examples of the critical attributes will increase student understanding. Main point three shows five photographic examples and non-examples of hazing. Questions will be asked during main point three to ensure students comprehend the material. During main point three, ask the students to give a new example of the concept of hazing based on the critical attributes. Main point four illustrates how students can avoid the hazing trap by providing some precepts and principles. During main point four, some closure is necessary. You will know that you have closure if the students are able to answer questions about how to avoid the hazing trap.

Summarize the lesson by giving the students the definition and critical attributes once more and reviewing the examples to ensure that the students understand the concept. The lesson will then close with the proper remotivation, so the students will feel a need to retain and use the information. Finally, use an appropriate closure to end the lesson.

Some text is marked in italics. This text will typically ask the facilitator to do something, or provide the facilitator with optional text.

Lesson Outline:

Main Point 1

The DoD definition of hazing

Main Point 2

Critical attributes of hazing

- A. Someone causes another to suffer or be exposed [to hazing]
- B. Any activity that is [at least one these elements]:
 - Cruel
 - Abusive
 - Humiliating
 - Oppressive
 - Demeaning
 - Harmful

Main Point 3

Examples and non-examples of hazing

- A. Inspection (non-example)
- B. Reaming (example)
- C. Push-ups (may be either, depending on the circumstances)
- D. Duct-taping 1 (example, although most will believe a non-example)
- E. Duct-taping 2 (example – Same event but a little later)

Main Point 4

Avoiding the hazing trap

- A. Avoiding the trap – precepts
 1. Why we cannot list “do’s” and “don’ts”
 2. Avoiding punishment
 3. Reward for doing right
- B. Avoiding the trap – principles
 1. Set the bar high
 2. Counter wrong thinking
 3. Common sense

TEACHING PLAN



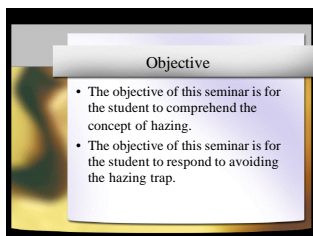
Slide 1 – Title



Slide 2 – Attention

One of the quickest ways to garner media coverage is illustrated in this newspaper clipping.

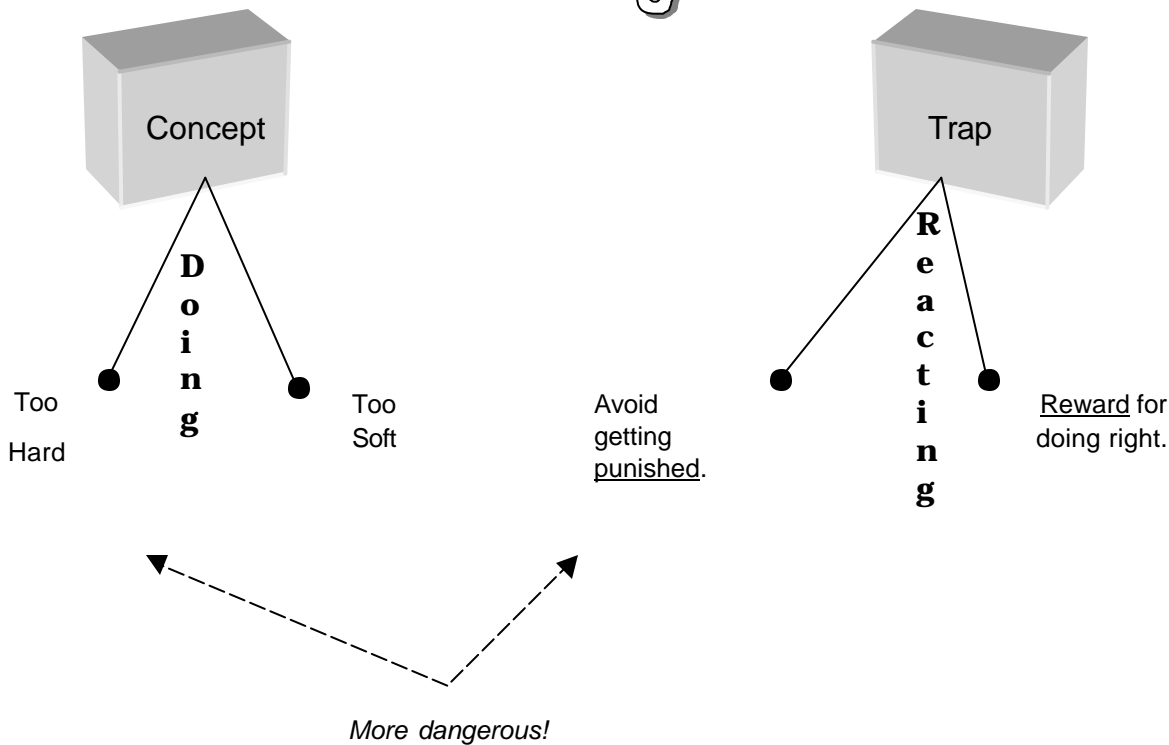
Motivation: Although the cadet mentioned in the news article is from a Department of Corrections “Boot Camp” program, the reality is that CAP activities, if left unchecked, could result in the needless loss of life. CAP’s primary concern is the safety of our cadets, and we certainly do not want such a headline for CAP! By having a firm grasp of the concept of hazing, you will be better equipped to avoid the hazing trap.



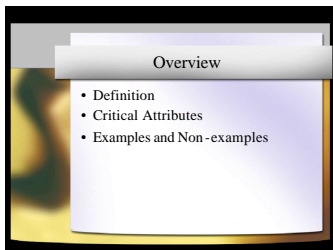
Slide 3 – Objective

Overview: Today, I will be helping you understand the concept of hazing and will give you some tools to use to avoid the hazing trap (*write on a board, or paper large enough for the class to see, the pendulum swings for both the concept and the trap using the illustration below*).

Hazing



Slide 4 – Overview



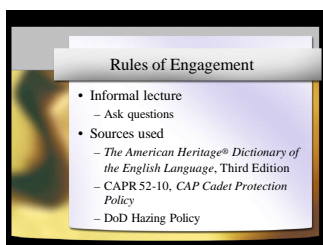
First, we are going to define the concept of hazing. Some of our members have said that we should “tear cadets down in order to build them back up the Air Force way.” This approach is too hard – meaning that a hard approach can lead to serious consequences. By the way, the Air Force has never asked CAP to train our youth on what it would be like to be in the Air Force! Others have said, “If we do nothing, then our cadets are no better than the Boy Scouts.” This approach is too soft – meaning that a soft approach will do little to instill discipline and *esprit de corps*. Today, we will learn to balance these extremes.

Once we define the concept of hazing, we will see that there are several components, or critical attributes, that must be present in order for us to comprehend hazing. I will help illustrate these critical attributes by asking you some questions and giving some examples as we go through. At any time, stop me and ask questions if you do not understand a part of the lesson.

Then, just to ensure we fully understand the concept of hazing, I will present some photographs taken from various CAP web sites

or submitted to the CAP News where you will need to determine if those situations are examples or non-examples of hazing.

Then we have reserved some of our time to talk about ways we can avoid the hazing trap. While we should spend some time discussing examples and non-examples of hazing, if we spend too much time on the examples, we will not be able to talk about how to avoid the hazing trap. So, I may need to limit our discussion time in order to reach our objectives.



Slide 5 – Rules of Engagement

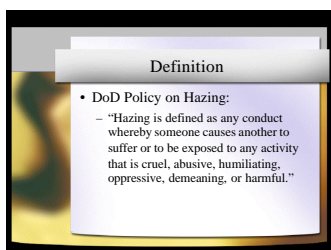
This is an informal lecture, which means you can ask questions at any time, and I can also ask questions of you. Please be polite and respectful of one another. The key sources used for our informal lecture are a dictionary, Civil Air Patrol's Cadet Protection Policy, and the DoD Policy on Hazing.

Transition: To ensure we all share a common ground to discuss hazing, let me begin with a question. How many of you have completed BMT or ROTC Field Training? Good. I will need to draw upon your expertise and experiences as we talk about hazing. *(If you have a military background, then you can add: I, too, went through military training, so I can also offer some insights as we discuss together the concept of hazing.) (If no one raises his or her hand, then say: It looks like all of us need better guidance. This informal lecture will help us all to have a standard frame of reference, as we comprehend the concept of hazing.)*

BODY

Main Point 1:

The Department of Defense Definition of Hazing



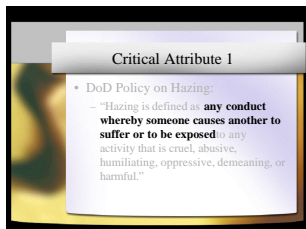
Slide 6: Definition

We only need to look up the DoD Policy on Hazing to be able to define hazing:

"Hazing is defined as any conduct whereby someone causes another to suffer or to be exposed to any activity that is cruel, abusive, humiliating, oppressive, demeaning, or harmful."

Transition: There are a few key elements, what we call "critical attributes," of this definition. Together, these critical attributes accurately describe hazing. Let's look at the two main attributes.

Main Point 2: **Critical Attributes of Hazing**



Slide 7 – Critical Attribute 1

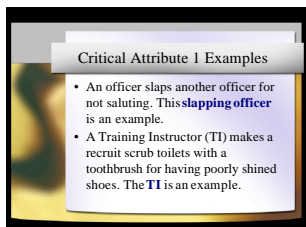
A. "Any conduct whereby someone causes another to suffer or be exposed [to hazing]"

(1) First, we need to specify that this conduct focuses on "someone causing another" harm. While there may be examples of self-hazing, our discussions will focus on the hazing that others impose.

(2) Second, we need to define "suffer," which, according to *The American Heritage® Dictionary* means: To undergo or sustain something painful or injurious.

(3) Third, we need to define "exposed," which, according to *The American Heritage® Dictionary* means: To subject or allow to be subjected to an action or an influence.

(4) Finally, when we put these terms together we are concerned with one who causes or permits other people to be subjected to a harmful influence.

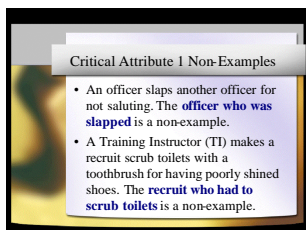


Slide 8 – Critical Attribute 1 Examples

EXAMPLES:

(1) An officer slaps another officer for not saluting. This slapping officer is an example.

(2) A Training Instructor (TI) makes a recruit scrub toilets with a toothbrush for having poorly shined shoes. The TI is an example.



Slide 9 – Critical Attribute 1 Non-Examples

NON-EXAMPLES:

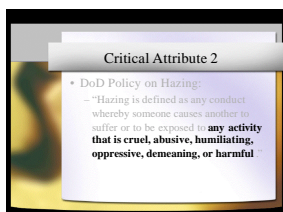
(1) The officer who was slapped.

(2) The recruit who had to scrub toilets.

QUESTION: Why does it matter that we focus on the one who causes or permits other people to be subjected to a harmful influence?

ANTICIPATED RESPONSES: In a position of authority; leaders can affect change.

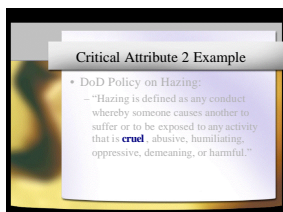
INTERNAL TRANSITION: Now that we know the "who" of the definition, let's look at the "how" with the next critical attribute of hazing.



Slide 10 – Critical Attribute 2

B. “Any activity that is [at least one these elements]: cruel, abusive, humiliating, oppressive, demeaning or harmful.”

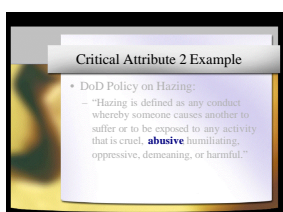
(1) According to *The American Heritage® Dictionary*, the definitions for these words include:



Slide 11 – Cruel

(a) Cruel – to inflict pain or suffering

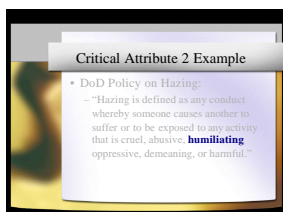
EXAMPLE: Telling someone that you killed his or her mother. *(Allow students time to give other examples.)*



Slide 12 – Abusive

(b) Abusive – Physically injurious to another

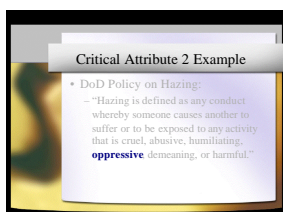
EXAMPLE: Inflicting bruises on someone. *(Allow students time to give other examples.)*



Slide 13 – Humiliating

(c) Humiliating – To lower the pride, dignity or self-respect

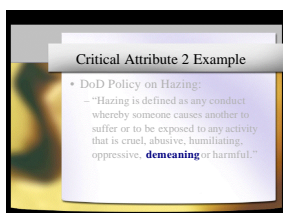
EXAMPLE: Telling someone that they are worthless. *(Allow students time to give other examples.)*



Slide 14 – Oppressive

(d) Oppressive – Exercising power arbitrarily and often unjustly

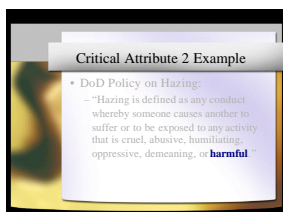
EXAMPLE: Canceling everyone’s liberty because one person was late to formation. *(Allow students time to give other examples.)*



Slide 15 – Demeaning

(e) Demeaning – To debase or degrade, as in dignity or social standing

EXAMPLE: Comparing someone to a particular ethnic group typically with stereotypical responses (“Are you a Pollock?”). *(Allow students time to give other examples.)*



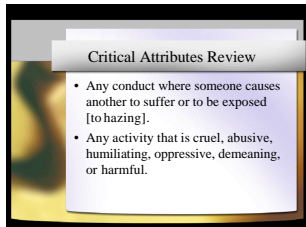
Slide 16 – Harmful

(f) Harmful – Causing harm or injury [CAP is defining this as physical or mental injury to a person or damage to property]

EXAMPLE: Initiations like paddling or standing at attention for long periods of time. *(Allow students time to give other examples.)*

(2) Hazing can be defined if at least one of these terms is present!
QUESTION: Given these definitions, how would you paraphrase the definition of hazing?

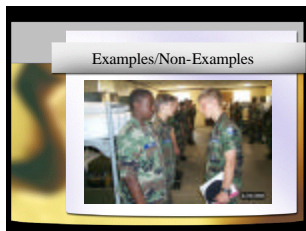
ANTICIPATED RESPONSE: (*Be prepared for a variety of responses. Look for one of the key definitions.*) Any action that causes real or implicit harm; any action where one's self-worth is violated; the recipient feels threatened; public humiliation.



Slide 17 – Critical Attributes Review

Transition: We have now looked at the critical attributes of hazing. We now know that it's any conduct whereby someone causes another to suffer or to be exposed to any activity that is cruel, abusive, humiliating, oppressive, demeaning, or harmful. Let's now take a look at some photographs to see if they are examples or non-examples of hazing, just to make sure we understand this concept.

Main Point 3: Examples and Non-Examples of Hazing



Slide 18 – Inspection Photo

Scenario 1 – (Inspection)

Let's look at this photograph of an inspection at an encampment.
Ask the following:

- Using our critical attributes, why is this an example/non-example of hazing?
 - Did someone cause another to suffer or be exposed [to hazing]?
 - Was there any activity that is [at least one these elements]: cruel, abusive, humiliating, oppressive, demeaning or harmful?
 - What would be a new example of this type of hazing?
- (*Give the answer at the end of the discussion that this is a **non-example**. Some members may point out the black hat, which may give the appearance of being intimidating, but this does not meet our definitions. Some members may point out that the African-American cadet is being "singled out," which is not true – all cadets in the row are being inspected.*)



Slide 19 – Reaming Photo

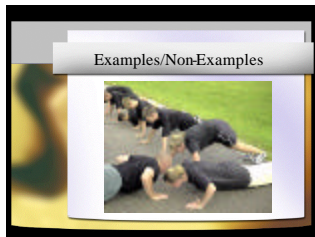
Scenario 2 – (Reaming)

This photo is a little more difficult. *Ask the following:*

- Using our critical attributes, why is this an example/non-example of hazing?

- Did someone cause another to suffer or be exposed [to hazing]?
- Was there any activity that is [at least one these elements]: cruel, abusive, humiliating, oppressive, demeaning or harmful?
- What would be a new example of this type of hazing?

- *(Give the answer at the end of the discussion that this is an **example**. Some members may think that the cadet is not yelling. The red ears and locked jaw (not to mention the other cadet's expression) gives evidence to the contrary. Some members may argue that the cadet may be yelling something positive, like, "You're the world's greatest cadet!" but the evidence – the expression on the receiving cadet's face – would indicate otherwise. Try it: Pick a cadet to come up front and shout, "You're the greatest..." and watch his or her expression!).*



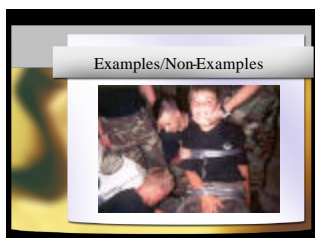
Slide 20 – Push-Ups Photo

Scenario 3 – (Push-Ups)

We all know that push-ups as a form of “Discipline,” “motivation,” or “punishment” is not allowed. So what about this photo? *Ask the following:*

- Using our critical attributes, why is this an example/non-example of hazing?
- Did someone cause another to suffer or be exposed [to hazing]?
- Was there any activity that is [at least one these elements]: cruel, abusive, humiliating, oppressive, demeaning or harmful?
- What would be a new example of this type of hazing?

➤ *(Give the answer at the end of the discussion that this could be **either an example or non-example**. The photo evidence reveals that the cadet is being singled out and is being yelled to, but without knowing what was yelled – “You’re doing great! Just a few more and you will beat everyone else!” – it is hard to tell. Explain to the students that the key point to remember is what are the critical attributes and the key definitions. Some students may point out the incorrect positioning of the others in the line, or that the yeller is wearing black – these are distracters that do not meet our attributes and definitions.)*



Slide 21 – Duct-Tape 1 Photo

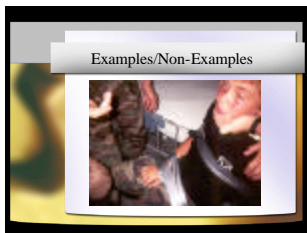
Scenario 4a – (Duct-Tape 1)

The next two photos were submitted to the CAP News as candidates for the outstanding photo contest. *Ask the following:*

- Using our critical attributes, why is this an example/non-example of hazing?
- Did someone cause another to suffer or be exposed [to hazing]?

- Was there any activity that is [at least one these elements]: cruel, abusive, humiliating, oppressive, demeaning or harmful?
- What would be a new example of this type of hazing?

- (*Give the answer at the end of the discussion that this is an **example**. Some students may focus on the cadet's smile, indicating that the cadet approves of the activity. Others may believe that this is a first-aid class. Remind the students about the critical attributes and the key definitions.*)



Slide 22 – Duct-Tape 2 Photo

Scenario 4b – (Duct-Tape 2)

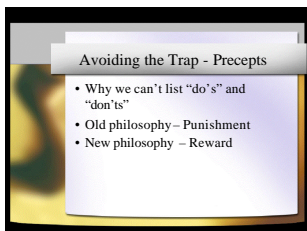
Here's the same event, but the picture was taken just a few moments later. *Ask the following:*

- Using our critical attributes, why is this an example/non-example of hazing?
- Did someone cause another to suffer or be exposed [to hazing]?
- Was there any activity that is [at least one these elements]: cruel, abusive, humiliating, oppressive, demeaning or harmful?
- What would be a new example of this type of hazing?

- (*Give the answer at the end of the discussion that this is still an **example**. Remind the students that such extreme activities may cause serious harm and are not tolerated in CAP!*)

Transition: You did a good job in coming up with the correct examples and non-examples! I feel confident you now understand the concept of hazing. Now we can spend some time discussing how to avoid the hazing trap.

Main Point 4: **Avoiding the Hazing Trap**



Slide 23 – Avoiding the Trap: Precepts

Some of our members may be thinking about now, “Just tell me what I can or cannot do.” The danger with providing such a list is that we would certainly miss something! For example, if we said that you could not duct-tape any cadet, some enterprising person would use masking tape instead!

Instead, we rely on our critical attributes and key definitions to answer the question, “Could this be considered hazing?”

Remember the pendulums we drew on the board? The hazing trap can swing to extremes. On one extreme, we have those who will do something to avoid getting punished. On the other

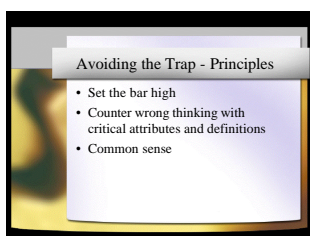
extreme, we have those who will do something only for the reward.

There is an old philosophy to “motivate” a person to accomplish a task. This old philosophy is punishment driven. For example, a leader may say, “If you don’t polish your shoes correctly, then you won’t be able to attend the parade this weekend.” The person is then motivated to polish his or her shoes only to the extent that they are motivated to attend the parade.

A better philosophy is reward driven. For example, a leader may say, “The parade this weekend is reserved for those who meet our inspection standards. Take a look at my shoes and if yours needs to look more like mine, please stay after this meeting and we will work on our shoes together.”

While this may be similar to the punishment model, the reward model is actually very different. First, the focus is on rewarding good behavior. Second, the leader has a greater responsibility to not only meet this high standard, but must take the time necessary to ensure that his or her followers also meet the standard.

The danger with the reward philosophy is that some may be motivated only for the rewards, especially if the rewards are artificial (like giving candy). CAP is a service organization where the reward could simply be in serving our community and Nation!



Slide 24 – Avoiding the Trap: Principles

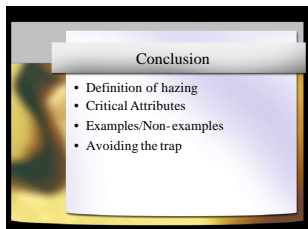
In providing a service to our community and Nation, set the bar high on all that you do. Expect a high standard of behavior and appearance. Advertise this standard, both verbally and in writing. Ensure that the leaders model this standard and take the time to lead their followers to reach the standard.

In so doing, you will be in better condition to counter the extremes. Remember, to counter wrong thinking, use the critical attributes and key definitions. This way, when someone complains, “He looked at me funny and I felt humiliated and hazed,” you will be able to counter with the critical attributes and key definitions.

All of this requires some common sense. For example, partner with the parents if cadets are hypersensitive; don’t single-out a person to point out deficiencies; and the list can go on.

Transition: Let’s take a look at what we covered today.

CONCLUSION



Slide 25 – Conclusion

Summary:

a. Review the definition of hazing

“Hazing is defined as any conduct whereby someone causes another to suffer or to be exposed to any activity that is cruel, abusive, humiliating, oppressive, demeaning, or harmful.”

b. Review the critical attributes

- Someone causes another to suffer or be exposed [to hazing].
- Any activity that is [at least one these elements]: cruel, abusive, humiliating, oppressive, demeaning or harmful.

c. You used some photographs to determine examples and non-examples and tied everything together. *Show photographs again and review findings, as needed.*

Remotivation: While isolated cases of hazing do occur, it is important for us to reduce the risks to our cadets by following the DoD policy on hazing.



Slide 26 – Quote

Closing: I leave you with a quotable quote by Robert Smith, Chief of Curriculum Development, Cadet Programs Directorate, at Civil Air Patrol's National Headquarters: “Those who know better, know better.”

Slide 17 – Inspection Photo. Is this an example or non-example of hazing?



Slide 18– Reaming Photo Is this an example or non-example of hazing?



Slide 19 – Push-Ups Photo Is this an example or non-example of hazing?



Slide 20 – Duct Tape Photo #1 Is this an example or non-example of hazing?



Slide 21 – Duct Tape Photo #2 Is this an example or non-example of hazing?



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